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ABSTRACT

Much of the emphasis in this handbook is on helping students develop investigative, problem-solving, and thinking skills, but the importance of students' working together in a cooperative and democratic setting to solve problems is also stressed. Cooperative learning is an instructional tool that can often be used to the student's advantage. Part 1 of this handbook offers a rationale for the team approach that draws heavily on the research and ideas associated with cooperative learning and then on the importance of investigative processing and problem solving for new learning. Part 2 presents ideas on organizing the process in a step-by-step approach. It offers procedures, cautions, and useful strategies for the teacher to consider. Part 3 presents some curricular illustrations that show what students in a cooperative team setting, under the guidance of an instructor, can accomplish as they pursue meaningful, student-initiated, and student-executed topics. The text identifies instruction strategies and sets them apart. (Contains 32 strategies in table form and 47 references.) (SLD)

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